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not appeared as expressly written for teachers, it would have done better service to the cause of education.

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THE NERVOUS SYSTEM OF THE CHILD; ITS GROWTH AND HEALTH IN EDUCATION. By Francis Warner, M. D., F. R. C. P. London: Macmillan & Co., 1900. Pp. xvii., 233.

The name of Dr. Francis Warner is well known in connection with such subjects as child-study, and the training of the mental faculty. The present volume is concerned with the adaptation to the life-history of children (up to years of puberty) of the methods of observation and inference. Much as the older type of schoolmaster may scoff at what is now required, in addition to academic distinction and what used to be called "scholastic attainments," from those who take teaching as their profession, there nevertheless is ample reason for the belief that the parents of the next generation will not be willing to entrust their children to the care of men who are unacquainted with the application of elementary physiological principles to child-study. No doubt this is very largely due to the general improvement in the standard of interest taken by parents and relatives in everything connected with the physical and intellectual development of the young. To this class must be added the increasing number of students and readers who "desire to obtain a real grasp of the great problems concerning the relations of mind and body in the child." Both classes will find Dr. Warner a safe guide. Such of us as have been endeavoring for years to coördinate and systematize our observations upon children may find but little that we do not "remember to have known," But both to those who have found the fascination of child-study, and to those who wish to make themselves acquainted with the relations between mind and body in the child, this volume will be found more than a useful compendium of information. I say this, because I feel that the atmosphere—so to speak—in which the author keeps the reader is not the cold atmosphere of the laboratory. He does not believe in the boy's professional expressionlessness. A book of this kind presents so many points for notice that, within the space allotted to me, I must confine myself to a selected few. I choose two which have in particular attracted my attention during the last ten years. The one—sleep—will in particular reward the atten-

tion of the house-master; the other—eyesight—appeals to all, both parents and masters.

Dr. Warner might have devoted with advantage more space to the subject of sleep, especially as the layman for whom this volume is intended is in general woefully ignorant of its phenomena and their causes. But little appears to be known of the connection between the mechanism of sleep and the supply of blood to the brain. Yet no one who reads pp. 24 and 124, the only passages in which sleep is directly discussed, would suppose that the arrest of consciousness which we describe by the word "sleep" is, according to many scientific investigators, due to the withdrawal of blood from the brain. This may perhaps be because Dr. Warner does not hold this view; but that is what the reader would like to know. We should like to have had his views upon many points, such as the injurious effect of excess of sleep. Does it tend to a weakening of the consciousness or of that totality of qualities which we call the "character"? What is the value of "morning school" before breakfast? Of regularity in hours of going to sleep and getting up? Ought the hours of rising in the case of young children be made to depend upon light? What is the effect of early rising on dark mornings as compared with bright? If a child on awakening cannot be aroused to consciousness at once, but is prone to lie in a half-awakened state, is this due to any dilatory brain action, and if so how should the tendency be checked? Is habitual dreaming harmful, and if so what can be done to combat it? These and other questions of a similar nature are intimately connected with the condition of the nervous system of a child, deserve full and careful treatment, and may not unfairly be supposed to come naturally within the scope of a treatise of this nature. Then again, the general question of the training of sight might have been entered into with more detail. How far does hypermetropia affect the student in his school life (1) under normal conditions, (2) if physically weak, (3) if badly fed, (4) if rooms are badly lighted? Seeing that the majority of children are hypermetropes in some degree, these questions cannot be irrelevant in pages that deal so excellently with eye-movements, and eye-training. Being at present away from books, I cannot give exact references, but the Report on the Eyesight of School Board Children, by Mr. Brudenell Carter, drawn up for the Education Department in 1895 or 1896 (not apparently included in Dr. Warner's "Bibliography"), contains much in the way of interesting statistics that give additional point to the excel-

lent remarks of the author on eye-drill. We should like to have heard more from Dr. Warner on the connection between visual impressions and spelling. He is probably quite correct in saying that inexactness of "eye-fixation" may be the cause of bad spelling. It might be of use to try if any improvement could be effected by accustoming the subject to such exercises as assisted Houdin, the French conjurer, in the performance of some of his marvellous feats. He would walk slowly past a shelf or shop-window, noting at a glance the nature of each article exposed, and then name them in order. This has suggested itself to me for an abnormal case under my own observation. A boy of fourteen would spell a word, giving all the letters of the word, *correctly in groups, but incorrectly in order of groups*. Thus "nad," "adn," "betiaful," or even "tibeauful," would be versions of "and" and "beautiful." At sixteen he is still poor at spelling, but not abnormally so. The inversion of groups has disappeared. In his case I attribute the improvement to the fact that at fourteen he was placed in the chemical laboratory, where a two years' training in accurate and delicate observation may have had much to do with the decrease of abnormality.

Although it may be very easy to point out topics which might have been treated more at length by Dr. Warner, I have been unable to discover any detail which has been altogether ignored, nor should I have dwelt at such length upon "sleep" and "sight," had not the author specifically addressed his book to "teachers." As far as this book goes it is thoroughly sound, precise, and lucid, and deserving of the most careful study on the part of parents and teachers. The author is *facile princeps* in the field which he has chosen, and in which he has spent "laborious days" for the last twenty years. I may even venture to go further and to say that among all his competitors and imitators he is the sole *authority*.

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INSTITUTES OF EDUCATION. By S. S. Laurie, M. A., LL. D.; Professor of the Institutes and History of Education in the University of Edinburgh. Second Edition Revised and Extended. Edinburgh: Oliver & Boyd, 1899. Pp. xiv., 442.

This new edition of Professor Laurie's most general and systematic work on education is to a large extent a new book. Much of the first edition consisted of mere headings for lectures and